ABSTRACT OF THESIS

A STUDY OF COMPENSATORY TECHNIQUES FOR SPECIAL FRESHMEN AT MOREHEAD STATE UNIVERSITY

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(Date)

ABSTRACT

High, N. Diane, "A Study of Compensatory Techniques of Special Freshmen at Morehead State University." Unpublished Ed.S. Thesis, Morehead State University, 1975.

Statement of Problem

The purpose of this study is to determine if there is a significant difference between the final grade point averages of Special Services students who participated in services offered by the TRIO Center and those Special Services students who did not participate in the services in the fall semester 1974.

Hypothesis

There will be no significant difference between the final grade point averages of Special Services students participating in tutoring, developmental reading, study skills, counseling, or career planning as compared with Special Services students who did not participate in the programs.

Design of the Study

This study compared the grade point averages of Special Services students that participated in one of the components of the Special Services Program, (developmental reading, study skills, career planning, counseling, tutoring) with those Special Services

students that did not participate in that same component. The students were matched on the basis of ACT scores, Nelson Denny Reading scores and sex.

Method of Statistical Analysis

The statistical technique in this study involved the use of the t-test matched pairs approach. If the results were statistically significant at the .05 level of significance, the null hypothesis was rejected.

The formula $t = \frac{\overline{D}}{\sqrt{\frac{\Sigma d^2}{N(N-1)}}}$ was used in the tabulation.

Conclusions and Recommendations

Conclusions

The findings of this study were:

1. There was no significant difference in the grade point average of TRIO students participating in developmental reading as compared with TRIO students not participating in developmental reading.
2. There was no significant difference in the grade point average of male TRIO students participating in developmental reading as compared with male TRIO students not participating in developmental reading.
3. There was no significant difference in the grade point average of female TRIO students participating in developmental reading as compared with female TRIO students not participating in developmental reading.

4. There was no significant difference of grade point averages of TRIO students participating in career planning as compared with TRIO students not participating in career planning.
5. There was no significant difference of grade point averages of male TRIO students participating in career planning as compared with male TRIO students not participating in career planning.
6. There was no significant difference of grade point averages of female TRIO students participating in career planning as compared with female TRIO students not participating in career planning.
7. There was no significant difference of grade point averages of TRIO students participating in counseling as compared with TRIO students not participating in counseling.
8. There was no significant difference of grade point averages of male TRIO students participating in counseling as compared with male TRIO students not participating in counseling.
9. There was no significant difference of grade point averages of female TRIO students participating in counseling as compared with female TRIO students not participating in counseling.
10. There was no significant difference of grade point averages of TRIO students participating in tutoring as compared with TRIO students not participating in tutoring.
11. There was no significant difference of grade point averages of male TRIO students participating in tutoring as compared with male TRIO students not participating in tutoring.
12. There was no significant difference of grade point averages of female TRIO students participating in tutoring as compared

with female TRIO students not participating in tutoring.

13. There was no significant difference in the grade point averages of TRIO students participating in study skills as compared with TRIO students not participating in study skills.

14. There was no significant difference in the grade point averages of male TRIO students participating in study skills as compared with male TRIO students not participating in study skills.

15. There was no significant difference in the grade point averages of female TRIO students participating in study skills as compared with female TRIO students not participating in study skills.

Recommendations

As a result of the findings of this study, the following recommendations are made for further research:

1. A study on the effectiveness of the study skills class being taught two (2) days a week on a nine (9) week basis for the TRIO program.
2. A study on the effectiveness of developmental reading and the methods used in teaching the class.
3. A study on the appropriateness of objectives and the topics discussed in career planning taught for the TRIO program.
4. A study on the effectiveness of tutors and the training of these tutors for the TRIO program.
5. A comparative study on the effectiveness of counseling

on a voluntary basis and a mandatory basis for the TRIO program.

6. A study on the TRIO center as a "learning center", rather than just a "counseling center", with more emphasis placed on remedial programs.

Accepted by the faculty of the School of Education, Morehead State University, in partial fulfillment of the requirements for the Specialist in Education Degree.

(Director of Thesis)

Education Specialist Committee: , Chairman

(Date)

A STUDY OF COMPENSATORY TECHNIQUES FOR SPECIAL FRESHMEN AT MOREHEAD STATE UNIVERSITY

A Thesis

Presented to

the Faculty of the Graduate School

Morehead State University

In Partial Fulfillment

of the Requirements for the Specialist

in Education Degree

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by

Nancy Diane High

November 1975

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Chapter 1

INTRODUCTION

The Special Services program at Morehead State University offers assistance to every qualified student who meets the low-income criteria established by the U.S. Commissioner of Education (see Appendix F) or who is physically disabled, and is accepted or already enrolled in school.

Special Services attempts to assist young people to achieve their higher education academic ambitions and whenever practical, encourages them not only to complete their undergraduate studies but also to go on to graduate or professional programs.

The Special Services program provides personal counseling and academic assistance. Tutors and special classes are set up to assist students with academic difficulties. Each of these services is available to all Morehead State University students on a voluntary basis throughout their academic career.

One hundred fifty entering freshmen are selected as TRIO students, fifty (50) returning students are retained from the previous year to total 200 Special Services students. These students are selected upon entrance to the University. The American College Test (ACT) and the low income criteria established by the federal government are criteria used to select

the Special Services student. Any Morehead State University student meeting the low income guidelines and scoring the national mean, seventeen (17) or below on the ACT qualifies for the program. The Special Services students are encouraged to participate in all phases of the program and are followed through the academic year by counselors.

Statement of the Problem

The purpose of the study is to determine if there is a significant difference between final grade point averages of Special Services students who participated in services offered by the TRIO Center and those Special Services students who did not participate in the services in the Fall Semester 1974.

Need For the Study

The study will be used as a follow-up to see if the different components of the TRIO Center meet the individual needs of the students as indicated by grade point average.

Limitations of the Study

The limitations for this study are as follows:

1. The population for this study is limited to full time Special Services freshmen, male and female, during the Fall Semester, 1974, at Morehead State University.
2. The study is limited to 150 students who have participated in one of five categories of the Special Services program.

   A. Tutoring
   B. Developmental Reading
   C. Career Planning
   D. Study Skills
   E. Counseling

Hypothesis

There will be no significant difference between the final grade point averages of Special Services students participating in tutoring, developmental reading, study skills, counseling, or career planning as compared with Special Services students who did not participate in the programs.

Definition of Terms

1. Academic Achievement: Favorable progress toward the completion of a desired goal in education.

2. Academic Probation: Placing students on a trial period of one semester with the opportunity to bring up their grade point average which is 1.6 or below.

3. ACT: American College Test used as a requirement for all students entering Morehead State University to aid in placement.

4. Advanced Placement: Moving a student ahead in course work because of high achievement.

5. Career Planning: Course offered which covers the different areas of work and career opportunity.

6. College Freshmen: First year college students with zero-twenty nine credit hours.

7. Compensatory Education: Continuing activity by an institution that helps disadvantaged students who could not otherwise advance in college.

8. Counseling Programs: Programs available to students so they may discuss personal, or academic problems with trained personnel.

9. Culturally Deprived: Persons who have had very little contact with cultural factors which are common in the environment of the average middle-class white child in the United States.

10. Culturally Disadvantaged: Persons who have suffered from some degree of cultural deprivation.

11. Faculty Advisors: Faculty members that work with students in guiding them through their educational program in college.

12. Grade Point Average: For the purposes of this study all grade point averages will be based on a four point average.

13. Nelson Denny: Reading Test administered to all entering freshmen at Morehead State University to aid in placement.

14. Orientation: Sessions for students to aid them in successful adjustment to college.

15. Student Personnel Services: Services offered to students to aid in obtainment of a college education.

16. Study Skills: A course offered to help students improve study habits.

17. Transfer Students: Students attending Morehead State University after attending another college.

18. Tutoring: Working with students individually in academic areas.

Basic Assumptions.

1. It will be assumed in this study that the data and records obtained from the Special Services office are accurate.

2. It will be assumed that the Special Services students selected for this study are representative of all Special Services students at Morehead State University.

Chapter 2

REVIEW OF THE LITERATURE

In our middle class society of today most parents strive for and expect their children to attend college. A college education is highly prized. The students that achieve in college are looked upon in very positive terms, while those that leave college before graduation are viewed negatively.

While viewing the personality of those students that remain in college Bucklin and Bucklin indicates research studies say that these students have the ability to attack a problem and stick with it, have a strong drive for success, a sense of responsibility, are satisfied with college routine, are conscientious and systematic in work habits, think independently and objectively.

The dropout has a tendency not to stick to a given task, is less satisfied with college routine, is less sure of the role college will play in his future, is less able to distinguish between the important and the unimportant, and is less effective in scheduling and carrying out his daily activities. He tends to be rigid, inflexible, opinionated, nonacademically oriented and distrustful of adult authority. He often has a preference for social activity rather than study.

The motives and interests of the college persistor are related to his success. Research studies specify that persistors

generally have made a definite vocational choice, and come from families that are interested and encourage them to achieve. The dropout is usually confused about goals and is often uncertain of a vocational or college-major choice. The family of the dropout is often not concerned about his achievement in college.

Students with the characteristics of the achiever usually score higher on college entrance exams such as ACT or SAT, and have higher high school grades. The dropouts tend to score lower on tests, have lower grade point averages and score significantly lower on reading ability test scores.

The values of these two groups are different. The persistor is not as interested in immediate payoff for energies as the dropout. Research suggests that the student's family and cultural background influence his adjustment to college. If his family and background are different from college, academic difficulty can be predicted.

A research study by Bucklin and Bucklin concludes that family and cultural background are factors in dropping out of college. Occupation, income, and educational attainment of the family are also related to college persistence or leaving. Children from farm families and families of semi-skilled laborers tend not to attend college. Children from management personnel or professional families tend to attend college and persist.

Children from lower socio-economic backgrounds tend not to go to college, of if they do, are over represented by the leaver. There is also a positive correlation between a father's education and the college success of his offspring.

Peers are also a factor in college attendance and persistence. There is a positive relationship between academic success and social acceptance.

The size and location of a student's hometown is a factor in persistance in or leaving college, insofar as the quality and quantity of educational and cultural opportunities available.[1]

The home environment has been studied as a means of understanding the factors which influence the development of children. Studies repeatedly show that the home is the single most important influence on the intellectual and emotional development of children, particularly in the preschool years.

The ways in which parents spend time with their children at meals, in play, and at other times during the day have been found to be central factors in developing skills which prepare children for school. The objects in the home, the amount of parental interest in learning, and the amount of practice and encouragement the child is given in conversation and general learning have been found to be significant influences on language and cognitive development, development of interest in learning, attention span, and motivation of the child.

According to Bloom, Davis, and Hess in a study undertaken in 1969, most disadvantaged children (with the possible exception of those in rural areas) spend less time in direct interaction with their parents than middle-class children do. In addition, the parents in deprived homes usually do not have the skills or the language to effectively use the time they spend with their

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[1]Robert L. and Mary Bucklin, The Marginal College Freshman: A Survey and Proposed Student Personnel Services Model, Ph. D. Dissertation, Eastern Michigan University, 1971, p. 1-5.

children to foster the language and cognitive development which will help the children in school. There is much crowding and noise and children do not have an opportunity to receive corrective feedback when they begin speaking. Toys and other objects which help develop concepts are not readily available or used effectively in promoting learning.

Although parents of disadvantaged children are increasingly becoming interested in seeing their children succeed in school, they do not have the same intellectual and material resources that middle-class parents have to enable them to adequately prepare their children for the school experience. Children from deprived homes, then, come to school with a set of preschool experiences which are different from those of children from middle-class homes, and the expectations of the school do not take into consideration these differences in preschool experiences.

The school achievement of disadvantaged children is characterized by a cumulative-deficit phenomenon. The children begin school with certain inadequacies in language development, perceptual skills, attentional skills, and motivation. Under the usual school curriculum, the achievement pattern of deprived children is such that they fall increasingly behind their non-deprived peers in school subjects. On the average, by eighth grade these children are about three (3) years behind grade norms in reading and arithmetic as well as in other subjects. These effects are most marked in deprived children of average and low ability. One of the consequences of this cumulative deficit is that dropping out of school is much more frequent and this in turn leads to less mobility and opportunity in the occupational sphere. The fact that the achievement deficit of these children is cumulative

and increases over time seems to reflect some basic weaknesses in both curriculum and school practices for these children. It would appear from the research that it is easier to overcome these deficits in the earlier years of school than later.

If one were to presume that they fell no further behind in high school, they would enter college with ninth and tenth grade educational attainment levels.[2]

A study was undertaken by James D. Stanfiel to examine the relationship of socioeconomic levels to students' SAT scores, rate of attrition over a two (2) year period, and academic achievement during the first semester and after two (2) years in college. Grade point averages among three (3) groups were compared. Group one (1) included students whose parents had a grade school education or less. The family income was estimated at no more than $5,999. Group two (2) consisted of students whose parents were high school graduates and who had some college. The income averaged between $6,000 and $9,999. Group three (3) consisted of students whose parents had at least a college degree and perhaps even postgraduate degrees. The average income was $10,000 or more. Any educational disadvantages low socioeconomic status students might have suffered were not apparent, at least in terms of the grade point average criterion, among continuing students in group one (1), who performed as well or better than the members of the other groups from the first semester onward. It may be inferred that those low

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[2]Benjamin Bloom, Allison Davis, and Robert Hess, Compensatory Education For Cultural Deprivation (New York: Holt, Rinehart and Winston, 1969), pp. 69, 73.

socioeconomic status students, whose verbal ability was a par with other groups, also drew upon motivations and academic skills comparable or superior, in effectiveness to those students higher in the socioeconomic scale.

The continuing students or group one (1) were of course, a select group who had managed the difficulties of entering college in the first place and remaining for two (2) years; they might represent the top of the pyramid, as it were, within their socioeconomic level. On the other hand, the group two (2) students lacked the negative stimulus of serious socioeconomic handicaps. At the same time, they had not been part of an environment in which superior academic achievement was necessary for normative occupational attainment or to maintain the social status quo. Thus, in effect, they occupied a comfortable middle position academically. Students in group three (3) were likely subject to many of the same kinds of environmental influences that mold their white counterparts, family, schools, and social situations in which academic achievement is expected and valued. It was a matter of living up to a comparatively high standard already established.[3]

Sedlacek and Brooks conducted a study to examine intellectual (standardized tests and high school grades) and non-intellectual (attitudes, personality, and the like) predictors of success for students in special programs for culturally different students. The criterion variable was first semester grade point averages.

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[3]James D. Stanfiel, "Socioeconomic Status as Related to Aptitude, Attrition, and Achievement of College Students," Sociology of Education, Vol. 46, (Fall, 1973), pp. 480-488.

Predictors included Scholastic Aptitude Test (SAT), high school grade point average, sex, father's occupation, mother's occupation, whether student has incomplete credit hours or not, instate or not, Internal-External Control, Holland Vocational Preference Inventory Infrequency, California Personality Inventory Communality, and a specially calculated admissions score involving a weighted combination of the above and other scores. Data were analyzed by using multiple regression equations and zero order Pearson correlations by sex. The results showed that the SAT was not a significant correlate of college grades and the SAT-math actually had a negative correlation with grades for males. Additionally high school grades did not correlate with college grades for either males or females.

The pattern of correlations and regression weights involving the SAT are particularly interesting. Overall the SAT-Verbal and Math did not significantly correlate with final grade point averages, although they both carried weight in the regression equation. This finding is contrary to most of the previous work on the usefulness of the SAT in academic prediction. Several explanations for this finding are possible. Students were chosen for enrollment in the special program substantially on the basis of looking poor on traditional predictors but showing the potential to suceed in other ways. Thus in a sense the students in the study were systematically chosen to generate little or no relationships between final grade point average and traditional predictors. Another possible explanation for the small relationships between SAT and grade point average is that since SAT scores were only available for a few of the students, the scores may not be representative of the entire group.

High school grades did not correlate significantly with college grades for either male or females. Previous research has indicated that high school grades are a consistently poor predictor for black males. Several studies have shown that most students in special programs at large universities are still being chosen with standardized tests and high school grades. While the findings of this study must be replicated before any general conclusions are made, a strong caution should be made against such use without a thorough local examination of the validity of such a procedure.

The finding that these students with fewer incomplete credit hours in college get higher grades is interesting. First, it is not a predictor in the sense that it is information available before a student begins college. However, it may be a particularly valuable tool for the college counselor or personnel worker working with students in special programs. Incomplete hours is a behavioral indicator which deserves further exploration in future research. Intuitively it would seem that incomplete hours is an index of motivation. It could be that completion of hours is an example of the kind of index that shows success in an area not usually examined but useful as an indicator of academic success. Thus, setting and accomplishing goals prior to college, not necessarily academic goals, may be a key variable largely unexplored.

Overall, this study suggests that while traditional academic predictors such as SAT may be useful indicators of success of students in special programs, they may have negative validity and predict in a direction opposite to what is expected. On

the other hand, reasonable predictions of final grade point average can be made using nonacademic predictors such as completion of hours attempted and reaction of external control.[4]

Thomas A. Butts in a study on Personnel Practices in Student Orientation cites the following programs. During spring recess of 1967, thirty-eight Mexican-American and black high school students, who showed great promise but had low grades, participated in a two-day orientation program conducted by non-paid, pre-trained college student volunteers. Two (2) volunteers (male and female) chaperoned each group of six (6) to eight (8) youngsters on a twenty-four (24) hour basis, oriented them to the campus and campus activities, and tried to sell them on the idea of college attendance. On the second day the simulation games Discussion Media for College Savvy, were introduced to the groups and stimulated discussion with such topics as "Conning the Prof," "Eating on the Cheap," "Making the In-Group," "Getting Around Campus," and "Low Cost Dating" introduced. As a result of this conference, seven (7) of the thirty-eight (38) registered at the university.

Antioch College set up special admission requirements, counseling, tutoring, and remedial services for students with culturally different backgrounds who have financial difficulties, but do not have academic difficulties. After the first quarter, work quarters and study quarters rotate; the work is often with fellow members of one's minority, which adds a concrete ingredient.

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[4]William E. Sedlacek and Glenwood C. Brooks, Jr., Predictors of Academic Success For University Student In Special Programs, College Entrance Examination Board, (College Park, Maryland: Maryland University, 1972), pp. 1-15.

Students can repeat courses and graduate in six (6) years, if necessary. Only three (3) out of forty-nine (49) have dropped from the program since its inception in 1965.[5]

A study by Robert A. Kaye focused on providing treatment for failing freshmen at the University of Connecticut during the spring semester of 1969-70. Thirty-six (36) students with a grade point average of 1.0 to 1.2 on a 4.0 scale were matched according to sex, first semester grade point average, Scholastic Aptitude Test (SAT) scores, and high school percentile ranks. Eighteen (18) matched pairs of students for control and experimental groups were randomly selected, with eleven (11) males and seven (7) females in each group. The treatment program for these students consisted of three (3) procedures: individual counseling, group guidance, and study skills. These techniques, each of which was one (1) to one and a half (1½) hours in length, were used with the experimental group each week for ten (10) weeks. Each of the three (3) counselors worked with six (6) students per week in individual counseling and guidance. All eighteen (18) students participated in one (1) of two (2) study skills sessions offered by the study skills instructors for one (1) hour each week. The individual counseling procedures dealt with the personal, individual dynamics involved in the academic achievement of the students. Counseling strategies were listening and reflection, support, synthesis, clarification and definition, direct confrontation, and roleplaying. Topics discussed were attitudes about self in relation

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[5]Thomas A. Butts, Personnel Services Review, New Practices In Student Orientation, Office of Education, Washington D.C., (Ann Arbor, Mich.: Eric Clearinghouse on Counseling and Personnel Services, 1971), pp. 1, 25-27.

to parents and friends: expression of emotions; adjustment to independence from home life; academic motivation; development of a value system; and responsibility. The group guidance procedure consisted of the counselors leading the groups in discussion of interpersonal relationships with a focus on problems related to academic proficiency.

At the end of the treatment, the grade point averages and probationary status for all students in the experimental and control groups was significantly superior to the control group.[6]

Robert E. Glennen conducted a study concerning faculty counseling in student development. At Notre Dame University ten (10) faculty counselors advised and attended to interests of each student, to help them make a better transition from high school to college. The program emphasized effective and continuous counseling and testing. Aptitude, interest, and achievement tests are administered throughout the school year, and students are given individual help in attempts to meet and conquer the problems of academic life. The results of the program have been increasingly significant. The attrition rate has dropped by thirty-three percent (33%) per year. There has been an increase in the number of students on the dean's list and fewer students dropping courses and withdrawing during the year. More students have been assigned to advanced placement and honor courses, and there has been an increase in the number of students allowed to undertake independent study programs.

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[6]Robert A. Kaye, "A Required Counseling Study Skills Program for Failing College Freshmen," Journal of College Student Personnel, (March, 1972), pp. 159-161.

The findings of this study indicate that a Freshman Year of Studies Program which utilizes faculty counseling can provide concrete academic results. This program worked because of careful organization, concerned leadership and an adequate budget for salaries and guidance materials. Most significant, however, has to be the guidance-oriented point of view of the faculty members appointed to be counselors. They were allowed to use their subject area expertise in advising students. Guidance was easily accessible in a centralized office. It became convenient for students to get advice without having to run all over campus to see deans or department heads. Faculty counselors gained personal satisfaction from advising students, yet retained their professional standing within their individual disciplines.

Student responses to an evaluation questionnaire indicated overwhelming support of this program. Their replies stated that the best feature of the Freshman Year was the counseling and vocational-educational testing. Their recommendations for improvement called for more counselors and that they be younger.[7]

A paper presented at the 1968 American Personnel and Guidance Association meeting, indicated that pre-enrollment counseling programs at urban state universities have thus far been unable to reach the many entering students who are not emotionally committed to college achievement. Research indicates that the more information disseminated prior to enrollment the

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[7]Robert E. Glennen, "Faculty Counseling - An Important and Effective Aspect of Student Development" (paper presented at the Canadian Guidance and Counseling Association Convention, May, 1971, Toronto, Canada).

less interest there was expressed in counseling. The reports added that although students do recognize their academic shortcomings, many do not care to voice their concerns. Women tend to be more realistic in their self-perceptions than do men in this age group.

It is interesting to note that the self-perceptions of women have some basis in the reality of their experience as evidenced by previous achievement. This is not necessarily true for men. The two most interesting men's groups were those that resisted the effect of the questionnaire and returned it without requesting test results, and those that requested the test results despite the fact that they did not receive a questionnaire. It seems clear that the resistors have unrealistically high perceptions of their relatively low scholastic competence. Those who requested test results without the added impetus of the questionnaire have realistic perceptions of themselves as students. Both of these groups contained a high proportion of men who completed the first semester, but their grade point averages differ considerably, with the students with realistic self-perceptions getting better grades. The author's hypothesis that some students enter the college in a defensive state of unreadiness seems to be supported by these data.[8]

Some of the controversy concerning the efficacy of psychotherapy or counseling has been resolved by recent evidence that studies reporting no effects have indiscriminately lumped

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[8]Arden C. Eichsteadt, "The Selective Effects of Different Pre-Enrollment Counseling Programs on Entering Freshmen," (A program given at the 1968 American Personnel and Guidance Association, July, 1968, Detroit, Michigan).

together the high and low therapeutic conditions which are associated with successful and unsuccessful outcomes. A study by Dickenson and Traux extended these findings to a group of essentially neurotic underachieving college freshmen. The experimental subjects who received group counseling showed greater improvement in grade point average than twenty-four (24) matched, no-counseling control. Further, those counseled subjects who received the highest therapeutic conditions tended to show the greatest improvement.

The counseled underachievers as a total group tend to show a greater number postcounseling with passing grades, a greater number postcounseling with grades higher than precounseling a higher average grade point average postcounseling, greater change from pre to post in under achievement scores and less absolute level of underachievement post-therapy in comparison to a matched control population. Further, it can be seen that improvement in academic performance for the counseled underachievers occurs primarily among those who have received relatively high levels of accurate empathy, unconditional positive regard, and genuineness. Thus, those underachievers who received only moderate levels of therapeutic conditions during counseling, tended to show only a slight improvement in academic performance and were essentially equivalent to the matched control population receiving no counseling. In terms of absolute values, the underachievers receiving high therapeutic conditions during group counseling obtained grade point averages post-treatment that were

slightly above predicated grade point averages based on the ACT, so that as a group it could no longer be classed as underachievers.[9]

In a study by Robert S. DeIulic a total of 289 Boston University College of Basic Studies freshmen were randomly divided into two (2) groups: (1) the Experimental Group in which each student was assigned a counselor who was also his psychology instructor; and (2) the control group in which each student was assigned a counselor who was not in a teaching relationship to him. Pre-study equivalence was established for the two (2) groups on the basis of personality characteristics, levels of positive mental health, verbal ability, selected background data, and academic motivation. No differences were found between these students who did see their counselors, the findings indicated that both groups perceived the interpersonal responses of their counselors in the same way, and that they brought similar problems to them. The study concludes that the teacher-counselor's role does not limit the number or nature of his counseling contacts. No evidence was produced against having a student counseled by one who also teaches him.

There was further evidence supporting the teacher-counselor combination in that he had a greater frequence of counseling contacts than did the pure counselor. Also the problems that students brought to both the counselor and the teacher-counselor were similar in nature. This would seem to indicate

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[9]Walter A. Dickenson and Charles B. Traux, "Group Counseling With College Underachievers: Comparisons With A Control Group and Relationship to Empathy, Warmth and Genuineness," (Fayetteville, Ark: Arkansas State Rehabilitation Research and Training Center, 1968), pp. 1-12.

that in no way did the teacher-counselor's role interfere with the number and nature of his counseling contacts. It appeared that the teacher-counselor did not inhibit discussion of emotional problems. His joint responsibility did not seem to weaken the efficacy of his labors. In terms of contact hours, the teacher-counselor had the potential for greater impact in students' lives. Grading did not seem to affect students' perceptions of their counselor's interpersonal responses. The total cumulative grade point indices and psychology grades were the same for both groups when examined by sex and number of counseling contacts.

The five (5) counselors involved in this study were trained both as teachers and as counselors. These conditions could have been major factors in contributing to the teacher-counselor's apparent effectiveness.[10]

A study conducted by Ralph Wilson on eighty-nine (89) Negro freshmen with characteristics of having less than a 2.0 grade point average, dropouts, academic probation, average of 2.0 or more divided these students into two (2) groups. The experimental group was divided into three (3) subgroups, with each subgroup being assigned a counselor and provided with special tutoring and counseling for a semester. The control group was given no special assistance. The results indicated that there were no significant difference between students in the two (2) groups in grade point averages, value changes, or

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[10]Robert S. DeIulio, An Analysis of College Freshmen Perceptions of Staff Members Who Functioned as Counselors Compared to Those Who Functioned as Teachers and Counselors, (Boston, Mass.: Massachusetts School of Education, 1970), pp. 1, 77-80.

number of students in the various categories, nor did the use of different counselors for the subgroups seem to make any difference. There was evidence, however, that Negro freshmen responded better to a Negro counselor than to a male or female white counselor.[11]

The basic purpose of a study by David Bonner was to study the effectiveness of using trained peers to lead small process groups in freshman orientation. A sample of 253 freshmen students from East Central State College in Ada, Oklahoma, were used for the experiment. The instrument used to determine whether perceptions of the college campus climate differed after alternate freshmen orientation programs was the College and University Environment Scales (CUES). It was found that the experience of participating in a small group led by a trained peer did not change the perceptions of the freshmen in such a way as to be observed on the CUES. Neither of the experimental treatments influenced the cumulative grade point averages during the first semester, and neither influenced the enrollment ratios of the groups for the succeeding semester.[12]

Some colleges have been active in giving special assistance to disadvantaged youth for whom higher education would otherwise be impractical. Examples are Berea College in Kentucky, Oberlin

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[11]Ralph Wilson, The Effects of Special Tutoring and Counseling On the Academic Success of Negro Freshmen at Southern State College, Office of Education, (Magnolia, Ark.: Southern State College, 1970), pp. 1-6, 53-56.

[12]Donald Bonner, Evaluating The Effects of Using Upperclassmen Trained In Group Dynamics to Lead Small Process Oriented Freshman Orientation Groups, National Center For Educational Research and Development, (Ada, Oklahoma: East Central State College, 1972), pp. 55-60.

College in Ohio, and most Negro colleges in the south. These institutions were exceptions in this regard: the majority of colleges and universities showed little concern for youth with handicaps caused by poverty and discrimination. Prior to 1960, there was very little discussion of higher education for the disadvantaged in educational literature.[13]

A survey of efforts to increase opportunities for higher education in California among persons disadvantaged by social and economic conditions was conducted in 1965-1966. Information from this survey revealed that two percent (2%) of the undergraduates admitted to the University of California had been exempt from the usual admission requirements and that a number of campus programs for increasing educational opportunities had been stimulated by grants and scholarships.

Most of the disadvantaged students attending colleges in California were enrolled in junior colleges which have an open-door admission policy and counseling, remedial, and instructional programs suited to this policy. These junior colleges could improve their services to the disadvantaged by attention to the systematic evaluation of their programs.[14]

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[13]Edmond W. Gordon and Doxey A. Wilkerson, Compensatory Education For The Disadvantaged, (New York College Entrance Examination Board, 1966), p. 299, cited by The Effects of Special Tutoring and Counseling on Academic Success of Negro Freshmen At Southern State College, Ralph Wilson (Magnolia, Ark.: Southern State College, 1970), p. 30.

[14]Richard L. Plant, "Prospects For Entrance and Scholastic Advancement of Negroes in Higher Educational Institutions," The Journal of Negro Education, Summer, 1967, p. 74, quoted in The Effects of Special Tutoring and Counseling On Academic Success of Negro Freshmen At Southern State College, (Magnolia, Ark.: Ralph Wilson, 1970), p. 30.

In an attempt to solve the dropout problem among Negro students, San Mateo Junior College initiated the College Readiness Program for disadvantaged high school students. This program consisted of a six (6) week intensive tutorial session on the San Mateo campus subsequent to high school graduation. Thirty-six (36) high school graduates were selected for participation in the program. All but one of the students who completed the summer program enrolled at San Mateo the following fall. At the end of the academic year, forty-four percent (44%) of the participants in the College Readiness Program dropped out as compared to ninety percent (90%) among un-aided disadvantaged Negro students.[15]

In 1965, City University of New York established the SEEK program especially designed to recruit and enroll poverty area high school graduates who would not ordinarily be admitted because of admission standards. The students selected were aided through special programs to strengthen their basic skills. In this program, 100 SEEK students served as an experimental group and fifty (50) freshmen of similar age, ethnic and socio-economic background, and high school records of performance were used as a control group. At the end of the first semester, seventy percent (70%) of the control group had dropped out or were unwilling to take a second examination. Thirty-eight percent (38%) of the experimental group had dropped out, twenty-nine

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[15]Eric Gottman, "College? Man, You Must Be Kidding," NEA Journal, Sept., 1967, p. 10, quoted in The Effects of Special Tutoring and Counseling On Academic Success of Negro Freshmen At Southern State College, (Magnolia, Ark.: Ralph Wilson, 1970), p. 30.

percent (29%) were rated as doing average work, and thirty-three percent (33%) were retained for additional remedial work.

Probably the most outstanding compensatory development in higher education in recent years is the variety of summer programs conducted for high school students. Although similar programs have been previously conducted for high school graduates by a few institutions, the big drive for this type of program came during the summer of 1964 when hundreds of disadvantaged high school students were permitted to spend several weeks on college campuses across the nation.

These approaches to helping disadvantaged students enter colleges are paralleled by programs designed to help them succeed in college. Most common among these programs are special counseling and non-credit remedial courses. Other programs include instruction in study skills, tutoring, and financial aid.[16]

In a society which has need for an increasing portion of its youth to secure college education, some concerted effort must be made to help a larger percent of these youth to obtain higher education. In the culturally deprived group, there is a sizeable proportion of the youth who can profit from higher education and should be enable to secure it.[17]

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[16]Edmond W. Gordon and Doxey A. Wilkerson, Compensatory Education For The Disadvantaged, (College Entrance Examination Board, New York, 1966), p. 144, quoted in The Effects of Special Tutoring and Counseling on Academic Success of Negro Freshmen At Southern State College, (Magnolia, Ark.: Ralph Wilson, 1970), p. 31.

[17]Benjamin S. Bloom, Allison Davis, Robert Hess, Compensatory Education For Cultural Deprivation, (Holt, Rinehart, and Winston, Inc., 1965), p. 37, quoted in The Effects of Special Tutoring and Counseling On Academic Success of Negro Freshmen At Southern State College, (Magnolia, Ark.: Ralph Wilson, 1970), p. 31.

Although many programs for the disadvantaged are in process, more provisions must be made for motivation, learning skills, and opportunity for the disadvantaged to demonstrate individual potential. Simple remedial programs are inadequate, and a universal cooperative venture is needed, with educational institutions of all ranks evaluating, exploring, and sharing in an attempt to initiate effective compensatory educational programs.[18]

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[18]Edmund W. Gordon, "The Higher Education Of the Disadvantaged. New Dimensions In Higher Education," (Number 28, "U.S. Office of Education, April, 1967), p. 84, quoted in The Effects of Special Tutoring and Counseling on Academic Success of Negro Freshmen At Southern State College, (Magnolia, Ark.: Ralph Wilson, 1970), p. 31.

Chapter 3

METHODOLOGY

Samples Studied

ACT and Nelson Denny test scores of Special Services students participating in tutoring, developmental reading, study skills, career planning, and counseling will be matched with the test scores of Special Services students that did not participate in tutoring, developmental reading, study skills, counseling, and career planning for the fall semester 1974. Grade point averages will be used to evaluate the impact on the students of tutoring, developmental reading, study skills, career planning, and counseling sessions.

Data Collecting Instruments

The data collecting instruments to be used in this study are the American College Test (ACT), Nelson Denny reading test and the final Morehead State University grade printout for the spring semester 1975.

Procedure

Comparison of the grade point averages of Special Services students participating in each of the individual components (developmental reading, tutoring, study skills, career planning, and counseling) will be made with the grade point

averages of Special Services students that did not participate in the individual components. These students will be matched on the basis of ACT and Nelson Denny reading scores.

Statistical Technique

The statistical technique in this study will involve the use of the T-test matched pairs approach with significance at the .05 level. In this design each subject in one group is matched as closely as possible on certain variables with a subject in the second group. The better the match and the more matching variables used, the greater is the reduction in the standard error term. The more matching variables added, the more difficult it becomes to develop large samples.

The following formula will be used in the tabulation:

$$t = \frac{\overline{D}}{\sqrt{\frac{\Sigma d^2}{N(N-1)}}}$$

where:

$\overline{D}$ = the mean of the difference scores computated by subtracting the scores of the students that participated in Special Services from those that did not.

Σd^2 = the sum of squares of the distribution of difference scores.

N = number in the group.[19]

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[19]Dalen, Debold and Meyer, William J., Understanding Educational Research, (New York: McGraw Hill, 1966), pp. 381-383.

Chapter 4

ANALYSIS OF THE DATA

This study includes data on 200 TRIO students enrolled at Morehead State University for the fall semester 1974. The students are termed TRIO students because they fit the low-income criteria established by the U.S. Commissioner of Education (see Appendix F), below a seventeen (17) composite score on the American College Test. These students have the option of electing study skills, career planning, and developmental reading courses. They also may participate in counseling and individual tutoring.

The groupings of the data were as follows:

I. Developmental Reading

  A. Students participating in developmental reading

    1. Mean grade point average of those students participating in developmental reading

  B. Students not participating in developmental reading

    1. Mean grade point average of those students not participating in developmental reading

II. Career Planning

  A. Students participating in career planning

    1. Mean grade point average of those students participating in career planning

B. Students not participating in career planning

1. Mean grade point average of students not participating in career planning

III. Counseling

A. Students participating in counseling

1. Mean grade point average of students participating in counseling

B. Students not participating in counseling

1. Mean grade point average of students not participating in counseling

IV. Tutoring

A. Students participating in tutoring

1. Mean grade point average of students participating in tutoring

B. Students not participating in tutoring

1. Mean grade point average of students not participating in tutoring

V. Study Skills

A. Students participating in study skills

1. Mean grade point average of students participating in study skills

B. Students not participating in study skills

1. Mean grade point average of students not participating in study skills

These groupings were made to provide a way of determining whether or not there was a significant difference in academic success, as measured by grade point average, of the students that participated in the developmental reading, career planning, study skills, counseling, and tutoring provided by the TRIO center when compared to the students that did not participate in developmental reading, career planning, counseling, study skills and tutoring. (see appendices A,B,C,D,E)

Table 1

Analysis of Matched Data for TRIO Students That Have Participated in Developmental Reading As Compared With These TRIO Students Not Participating in Developmental Reading

Groups	N	Mean Grade Point Average	T
Experimental	14	2.2366	.159
Control	14	2.1343	

Table one (1) is a comparison of grade point averages of TRIO students participating in developmental reading with the grade point average of TRIO students not participating in developmental reading. The t-test value for the data is .159 which shows no significant difference at the .05 level of significance in the grade point averages of TRIO students participating in developmental reading as compared to TRIO students not participating in developmental reading.

Table 2

Analysis of Matched Data for Male TRIO Students That Have Participated in Developmental Reading As Compared With Those Male TRIO Students Not Participating in Developmental Reading

Groups	N	Mean Grade Point Average	T
Experimental	7	2.268	.183
Control	7	2.176	

Table two (2) is a comparison of grade point averages of male TRIO students participating in developmental reading with the

grade point average of male TRIO students not participating in developmental reading. The t-test value for the data is .183 which shows no significant difference at the .05 level of significance in the grade point averages of male TRIO students participating in developmental reading as compared to TRIO male students not participating in developmental reading.

Table 3

Analysis of Matched Data for Female TRIO Students That Have Participated in Developmental Reading As Compared With These Female TRIO Students Not Participating in Developmental Reading

Groups	N	Mean Grade Point Average	T
Experimental	7	1.919	.472
Control	7	2.092	

Table three (3) is a comparison of grade point averages of female TRIO students participating in developmental reading with the grade point average of female TRIO students not participating in developmental reading. The t-test value for the composite data is .472 which is less than the t-test value at the .05 level of significance, indicating no significant difference at the level for acceptance in the grade point averages.

Table 4

Analysis of Matched Data for TRIO Students That Have Participated in Career Planning As Compared With TRIO Students That Have Not Participated in Career Planning

Groups	N	Mean Grade Point Average	T
Experimental	25	2.4781	1.699
Control	25	2.1063	

Table four (4) is a comparison of grade point averages of TRIO students participating in career planning with the grade point average of TRIO students not participating in career planning. The t-test value for the data is 1.699 which shows no significant difference at the .05 level of significance in the grade point averages of TRIO students participating in career planning as compared to TRIO students not participating in career planning.

Table 5

Analysis of Matched Data for Male TRIO Students That Have Participated in Career Planning As Compared With Male TRIO Students That Have Not Participated in Career Planning

Groups	N	Mean Grade Point Average	T
Experimental	7	2.622	.637
Control	7	2.273	

Table five (5) is a comparison of grade point averages of male TRIO students participating in career planning with the grade point average of male TRIO students not participating in career planning. The t-test value for the composite data is .637 which is

less than the t-test value at the .05 level of significance, indicating no significant difference at the level for acceptance in the grade point averages.

Table 6

Analysis of Matched Data for Female TRIO Students That Have Participated in Career Planning As Compared With Female TRIO Students That Have Not Participated in Career Planning

Groups	N	Mean Grade Point Average	T
Experimental	17	2.402	1.849
Control	17	2.085	

Table six (6) is a comparison of grade point averages of female TRIO students participating in career planning with the grade point average of female TRIO students not participating in career planning. The t-test value for the composite data is 1.849 which is less than the t-test value at the .05 level of significance, indicating no significant difference at the level for acceptance in the grade point averages.

Table 7

Analysis of Matched Data for TRIO Students That Have Participated in Counseling As Compared With Those TRIO Students Not Participating in Counseling

Groups	N	Mean Grade Point Average	T
Experimental	29	2.7035	.441
Control	29	2.1592	

Table seven (7) is a comparison of the grade point average of TRIO students that have participated in counseling with the grade point average of TRIO students not participating in counseling. The t-test value for the data is .441 which shows no significant difference at the .05 level of significance in the grade point averages of TRIO students participating in counseling as compared to TRIO students not participating in counseling.

Table 8

Analysis of Matched Data for Male TRIO Students That Have Participated in Counseling As Compared With Those Male TRIO Students Not Participating in Counseling

Groups	N	Mean Grade Point Average	T
Experimental	11	2.354	1.784
Control	11	1.873	

Table eight (8) is a comparison of the grade point average of male TRIO students that participated in counseling with the grade point average of male TRIO students not participating in counseling. The t-test value for the composite data is 1.784 which is less than the t-test value at the .05 level of significance, indicating no significant difference at the level for acceptance in the grade point averages.

Table 9

Analysis of Matched Data for Female TRIO Students That Have Participated in Counseling As Compared With Those Female TRIO Students Not Participating in Counseling

Groups	N	Mean Grade Point Average	T
Experimental	18	2.117	1.01
Control	18	2.262	

Table nine (9) is a comparison of the grade point average of female TRIO students that participated in counseling with the grade point average of female TRIO students not participating in counseling. The t-test value for the composite data is 1.01 which is less than the t-test value at the .05 level of significance, indicating no significant difference at the level for acceptance in the grade point averages of female TRIO students participating in counseling as compared with female TRIO students not participating in counseling.

Table 10

Analysis of Matched Data for TRIO Students That Have Participated in Tutoring As Compared With TRIO Students That Have Not Participated in Tutoring

Groups	N	Mean Grade Point Average	T
Experimental	22	2.0742	.349
Control	22	2.1642	

Table ten (10) is a comparison of the grade point average of TRIO students that participated in tutoring with the grade point

average of TRIO students that have not participated in tutoring. The t-test value for the composite data is .349 which is less than the t-test value at the .05 level of significance, indicating no significant difference at the level for acceptance in the grade point averages.

Table 11

Analysis of Matched Data for Male TRIO Students That Have Participated in Tutoring As Compared With Male TRIO Students That Have Not Participated in Tutoring

Groups	N	Mean Grade Point Averages	T
Experimental	8	1.855	.540
Control	8	2.143	

Table eleven (11) is a comparison of the grade point average of the male TRIO students that participated in tutoring with the grade point average of male TRIO students not participating in tutoring. The t-test value for the composite data is .540 which is less than the t-test value at the .05 level of significance, indicating no significant difference at the level for acceptance in the grade point averages.

Table 12

Analysis of Matched Data for Female TRIO Students That Have Participated in Tutoring As Compared With Female TRIO Students That Have Not Participated in Tutoring

Groups	N	Mean Grade Point Averages	T
Experimental	14	2.199	.0807
Control	14	2.175	

Table twelve (12) is a comparison of the grade point average of the female TRIO students that participated in tutoring with the grade point average of female TRIO students not participating in tutoring. The t-test value for the composite data is .0807 which is less than the t-test value at the .05 level of significance, indicating no significant difference at the level for acceptance in the grade point averages.

Table 13

Analysis of Matched Data for TRIO Students That Have Participated in Study Skills As Compared With TRIO Students That Have Not Participated in Study Skills

Groups	N	Mean Grade Point Average	T
Experimental	20	1.8456	1.625
Control	20	2.2925	

Table thirteen (13) is a comparison of the grade point average of the TRIO students that participated in study skills with the grade point average of TRIO students not participating in study skills. The t-test value for the composite data is 1.625 which is less than the t-test value at the .05 level of significance, indicating no significant difference at the level for acceptance in the grade point averages.

Table 14

Analysis of Matched Data for Male TRIO Students That Have Participated in Study Skills As Compared With Male TRIO Students That Have Not Participated in Study Skills

Groups	N	Mean Grade Point Average	T
Experimental	4	2.100	.285
Control	4	2.389	

Table fourteen (14) is a comparison of the grade point average of the male TRIO students that participated in study skills with the grade point average of male TRIO students not participating in study skills. The t-test value for the composite data is .285 which is less than the t-test value at the .05 level of significance, indicating no significant difference at the level for acceptance in the grade point averages.

Table 15

Analysis of Matched Data for Female TRIO Students That Have Participated in Study Skills As Compared With Female TRIO Students That Have Not Participated in Study Skills

Groups	N	Mean Grade Point Average	T
Experimental	16	1.781	1.862
Control	16	2.268	

Table fifteen (15) is a comparison of the grade point average of the female TRIO students that participated in study skills with the grade point average of male TRIO students not participating in study skills. The t-test value for the composite

data is 1.862 which is less than the t-test value at the .05 level of significance, indicating no significant difference at the level for acceptance in the grade point averages.

In each major area, the t-value is less than the t-value at the .05 level for significance. This indicates no significant difference in the grade point average of the students participating in developmental reading, counseling, study skills, career planning, and tutoring from those students not participating in the individual components of the TRIO program.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of this study was to determine if there was a significant difference in the grade point averages of TRIO students that participated in one of the components of the TRIO program (developmental reading, study skills, career planning, tutoring, and counseling), when compared to students that did not participate in that same component of the program. The study was limited to 200 TRIO students at Morehead State University in the fall semester 1974.

The grade point average was used to measure the academic achievement of the TRIO students. The students used in the study were categorized by the U.S. Commissioner of Education low-income criteria (see Appendix F), sex, ACT scores, and Nelson Denny Reading scores. Each TRIO student participating in developmental reading was matched by sex, ACT scores, and Nelson Denny reading scores with a TRIO student not participating in developmental reading. Study skills, career planning, tutoring, and counseling were statistically treated in the same manner as developmental reading. Each component was categorized: male, female, and composite to determine if there was a significant difference in the grade point averages between males, between females, and a composite of all students participating in that component of the TRIO program.

The t-test matched pairs approach was used to test for the significance of the difference in grade point averages of students participating in the individual components of the TRIO program and those that did not participate. The data were statistically analyzed and the findings made it necessary to accept the null hypothesis:

There was not significant difference between the final grade point averages of Special Services students participating in study skills, counseling, career planning, developmental reading, and tutoring, as compared with Special Services students who did not participate in the programs.

Among the tables for the components of Special Services, the composite data for the fifteen (15) tables indicated no significant differences in the grade point averages of students participating in the individual components of the TRIO program at the .05 level of expectancy.

Conclusions

The findings of this study were:

1. There was no significant difference in the grade point average of TRIO students participating in developmental reading as compared with TRIO students not participating in developmental reading.
2. There was no significant difference in the grade point average of male TRIO students participating in developmental reading as compared with male TRIO students not participating in developmental reading.
3. There was no significant difference in the grade point

average of female TRIO students participating in developmental reading as compared with female TRIO students not participating in developmental reading.

4. There was no significant difference of grade point averages of TRIO students participating in career planning as compared with TRIO students not participating in career planning.
5. There was no significant difference of grade point averages of male TRIO students participating in career planning as compared with male TRIO students not participating in career planning.
6. There was no significant difference of grade point averages of female TRIO students participating in career planning as compared with female TRIO students not participating in career planning.
7. There was no significant difference of grade point averages of TRIO students participating in counseling as compared with TRIO students that did not participate in counseling.
8. There was no significant difference of grade point averages of male TRIO students participating in counseling as compared with male TRIO students that did not participate in counseling.
9. There was no significant difference of grade point averages of female TRIO students participating in counseling as compared with female TRIO students that did not participate in counseling.

10. There was no significant difference in the grade point averages of TRIO students participating in tutoring as compared with TRIO students not participating in tutoring.
11. There was no significant difference in the grade point averages of male TRIO students participating in tutoring as compared with male TRIO students not participating in tutoring.
12. There was no significant difference in the grade point averages of female TRIO students participating in tutoring as compared with female TRIO students not participating in tutoring.
13. There was no significant difference in the grade point averages of TRIO students participating in study skills as compared with TRIO students that did not participate in study skills.
14. There was no significant difference in the grade point averages of male TRIO students participating in study skills as compared with male TRIO students that did not participate in study skills.
15. There was no significant difference in grade point averages of female TRIO students participating in study skills as compared with female TRIO students that did not participate in study skills.

Recommendations

As a result of the findings of this study, the following recommendations are made for further research:

1. A study on the effectiveness of the study skills class being taught two (2) days a week on a nine (9) week basis for the TRIO program.
2. A study on the effectiveness of developmental reading and the methods used in teaching the class.
3. A study on the appropriateness of objectives and the topics discussed in career planning taught for the TRIO program.
4. A study on the effectiveness of tutors and the training of these tutors for the TRIO program.
5. A comparative study on the effectiveness of counseling on a voluntary basis and a mandatory basis for the TRIO program.
6. A study on the TRIO center as a "learning center", rather than just a "counseling center", with more emphasis placed on remedial programs.

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APPENDIX

APPENDIX A

TRIO Students Participating in Career Planning As Matched With TRIO Students Not Participating in Career Planning

Experimental Group					Control Group				
ase umber	Sex	ACT	Nelson Denny	GPA	Case Number	Sex	ACT	Nelson Denny	GPA
1	M	14	13.3	2.375	30	M	17	13.1	2.143
2	F	16	11.3	2.688	64	F	13	11.1	2.625
3	F	12	9.2	2.0	32	F	10	9.9	1.471
L1	F	14	10.2	2.857	42	F	12	10.3	2.643
L2	F	10	8.4	2.286	50	F	09	8.6	.50
L7	F	10	11.6	1.8	70	F	09	11.0	1.267
L9	M	15	12.4	1.875	85	M	14	12.1	2.167
23	F	15	11.3	2.0	97	F	16	11.1	2.750
25	M	21	12.4	3.077	9	M	20	12.6	3.125
27	F	06	9.0	2.333	82	F	07	9.1	.923
37	F	14	12.1	2.688	69	F	13	12.1	3.20
40	F	17	12.6	3.750	51	F	17	12.1	3.26
44	F	14	11.9	2.750	36	M	11	12.0	1.0
45	F	11	8.5	2.563	84	F	11	8.3	2.33
47	F	15	11.1	1.0	113	F	12	11.0	1.941
57	F	23	12.7	2.083	21	F	24	12.7	2.714
60	M	14	10.4	1.583	13	M	11	10.4	3.60
61	F	13	12.5	3.183	54	F	13	12.0	3.20
08	M	12	9.2	2.0	31	M	09	9.0	1.40
80	F	10	12.3	2.917	33	F	10	12.1	0.813
91	F	22	13	2.148	110	F	21	13.6	2.23
93	F	08	9.6	2.750	112	F	12	11.0	1.941
98	M	17	11.1	3.938	75	M	18	11.4	2.231
00	M	13	9.5	3.508	56	M	13	10.0	1.250
01	F	15	12.1	1.80	66	F	15	12.6	1.933

APPENDIX B

TRIO Students Participating in Counseling As Matched With TRIO Students Not Participating in Counseling

Experimental Group					Control Group				
ıse umber	Sex	ACT	Nelson Denny	GPA	Case Number	Sex	ACT	Nelson Denny	GPA
69	F	13	12.1	3.20	101	F	15	12.1	1.80
70	F	09	11.0	1.267	16	F	09	1.05	2.22
71	M	14	10.3	2.250	81	M	16	10.2	2.647
72	M	10	9.7	2.0	106	M	11	9.9	2.0
73	F	14	10.6	1.294	92	F	14	10.6	2.267
78	M	10	8.8	2.80	31	M	09	9.0	1.40
80	F	10	12.3	2.917	46	F	12	12.1	2.643
83	F	08	9.8	1.0	82	F	07	9.1	0.923
86	F	16	9.7	2.154	77	F	17	9.6	3.50
88	F	14	10.6	1.938	103	F	13	10.0	1.933
90	F	17	13.7	2.750	14	F	17	14.0	2.750
95	F	10	11.0	1.80	112	F	09	9.9	1.50
96	M	15	13.0	2.50	48	M	12	12.2	2.077
98	M	17	11.1	3.938	75	M	18	11.4	2.231
99	M	16	10.6	3.067	102	M	13	11.6	1.80
1	M	14	13.3	2.375	30	M	17	13.1	2.143
2	F	16	11.3	2.688	97	F	16	11.1	2.750
3	F	12	9.2	2.0	35	F	11	9.1	2.50
4	F	23	13.2	3.0	110	F	21	13.6	2.231
5	F	11	7.6	1.56	84	F	11	8.3	2.33
8	M	14	12.3	2.308	85	M	14	12.1	2.167
9	M	20	12.6	3.125	87	M	23	12.5	3.625
10	M	15	14.0	1.538	6	M	19	14.0	.50
12	F	10	8.4	2.286	45	F	11	8.5	2.563
15	F	06	7.8	1.0	63	F	05	7.2	1.250
17	F	10	11.6	1.8	64	F	15	12.6	1.933

Case Number	Sex	ACT	Nelson Denny	GPA	Case Number	Sex	ACT	Nelson Denny	GPA
L8	M	09	8.8	0.417	89	M	09	8.9	1.308
21	F	24	12.7	2.714	79	F	21	13.5	3.0
22	F	15	11.0	2.750	64	F	13	11.1	2.625

APPENDIX C

TRIO Students Participating in Tutoring As Matched With TRIO Students Not Participating in Tutoring

Experimental Group					Control Group				
ase umber	Sex	ACT	Nelson Denny	GPA	Case Number	Sex	ACT	Nelson Denny	GPA
1	M	14	13.3	2.375	96	M	15	13.0	2.50
3	F	12	9.2	2.0	40	F	12	9.2	1.875
5	F	11	7.6	1.56	52	F	07	7.6	1.333
12	F	10	8.4	2.286	45	F	11	8.5	2.563
18	M	09	8.8	0.417	78	M	10	8.8	2.80
31	M	09	9.0	1.40	89	M	9	8.9	1.308
32	F	10	9.9	1.471	112	F	9	9.9	1.50
35	F	11	9.1	2.50	67	F	14	9.0	1.067
50	F	09	8.6	.50	84	F	11	8.3	2.33
56	M	13	10.0	1.250	13	M	11	10.4	3.60
57	F	23	12.7	2.083	4	F	23	13.2	3.0
59	F	10	10.3	2.429	42	F	12	10.3	2.643
68	M	12	10.7	1.063	56	M	13	10.0	1.250
72	M	10	9.7	2.0	65	M	10	9.6	2.385
77	F	17	9.6	3.50	86	F	16	9.7	2.154
78	M	10	8.8	2.80	89	M	09	8.9	1.308
83	F	08	9.8	1.0	27	F	06	9.0	2.333
88	F	23	12.5	1.938	21	F	24	12.7	2.714
93	F	08	9.6	2.750	53	F	9	10.2	2.00
00	M	13	9.5	3.538	106	M	11	9.9	2.00
04	F	23	14	3.647	107	F	20	14.0	1.750
11	F	14	12.2	3.125	69	F	13	12.1	3.20

APPENDIX D

TRIO Students Participating in Developmental Reading As Matched With TRIO Students Not Participating in Developmental Reading

Experimental Group					Control Group				
se mber	Sex	ACT	Nelson Denny	GPA	Case Number	Sex	ACT	Nelson Denny	GPA
14	F	17	14	2.750	34	F	16	14	2.214
15	F	06	7.8	1.0	52	F	07	7.6	1.333
16	F	09	10.5	2.22	53	F	09	10.5	2.00
17	F	10	11.6	1.8	95	F	10	11.0	1.80
18	M	09	8.8	0.417	89	M	09	8.9	1.308
25	M	21	12.4	3.077	9	M	20	12.6	3.125
26	F	16	10.2	2.063	11	F	14	10.2	2.857
27	F	06	9.0	2.333	35	F	11	9.1	2.50
48	M	12	12.2	2.077	85	M	14	12.1	2.167
70	F	09	11.0	1.267	113	F	12	11.0	1.941
72	M	10	9.7	2.0	13	M	11	10.4	3.60
78	M	10	8.8	2.80	31	M	09	9.0	1.40
00	M	13	9.5	3.508	56	M	13	10.0	1.250
06	M	11	9.9	2.0	65	M	10	9.6	2.385

APPENDIX E

TRIO Students Participating in Study Skills As Matched With TRIO Students Not Participating in Study Skills

Experimental Group					Control Group				
Case Number	Sex	ACT	Nelson Denny	GPA	Case Number	Sex	ACT	Nelson Denny	GPA
3	F	12	9.2	2.0	35	F	11	9.1	2.50
13	M	11	10.4	3.60	56	M	13	10.0	1.250
15	F	06	7.8	1.0	52	F	07	7.6	1.333
17	F	10	11.6	1.8	70	F	09	11.0	1.267
18	M	09	8.8	0.417	78	M	10	8.8	2.80
33	F	10	12.1	0.813	80	F	10	12.3	2.917
34	F	16	14.0	2.214	90	F	17	13.7	2.750
50	F	09	8.6	0.50	84	F	11	8.3	2.33
53	F	09	10.2	2.00	112	F	09	9.9	1.50
55	F	24	14.0	2.250	104	F	23	14	3.647
57	F	23	12.7	2.083	21	F	24	12.7	2.714
65	M	10	9.6	2.385	100	M	13	9.5	3.508
67	F	14	9.0	1.067	39	F	12	9.2	1.875
69	F	13	12.1	3.20	37	F	14	12.1	2.688
72	M	10	9.7	2.0	106	M	11	9.9	2.0
86	F	16	9.7	2.154	77	F	17	9.6	3.50
88	F	14	10.6	1.938	73	F	14	10.6	1.294
95	F	10	11.0	1.80	64	F	13	11.1	2.625
107	F	20	14.0	1.750	38	F	21	14	2.351
113	F	12	11.0	1.941	47	F	15	11.1	1.0

APPENDIX F

PARTICIPANT ELIGIBILITY

This Appendix governs all Special Programs recruitment for the Fiscal Year 1975 (Program Year, 1975-76).

The Talent Search, Upward Bound, and Special Services for Disadvantaged Students programs were established by the Congress to assist in enabling youths from low-income families who have academic potential, but who may lack adequate secondary school preparation, who may be physically handicapped, to enter, continue, or resume a program of postsecondary education.

Three documentable criteria govern all student participation in Talent Search, Upward Bound and Special Services for Disadvantaged Students projects:

1. Financial or cultural eligibility, where applicable - see exceptions
2. Need for program activities
3. Citizenship status

Note: All residents in the defined target area to be served by an Educational Opportunity Center are eligible for the services provided by the Center.

* * * * *

I. ELIGIBILITY

A. Financial (Income) Criteria

When selection is based on financial need, the following percentages and tables apply. For purposes of determining eligibility, income means the Adjusted Gross Family Income.

EXCEPTIONS: Three exceptions to income qualifications should be noted:

1. Talent Search projects may serve students of "cultural need" without regard to income criteria. (see page 3 of this appendix for "cultural need")
2. Special Services for Disadvantaged Students projects may serve physically handicapped students without regard to income criteria.

Appendix F--Continued

3. Special Services for Disadvantaged Students projects may serve students who have limited English-speaking ability without regard to income criteria.

MAXIMUM ALLOWABLE INCOME

1. (a) Eighty percent (80%) of the students served by a Talent Search, Upward Bound, and/or Special Services for Disadvantaged Students project must meet the income criteria in the following table.

TABLE A

No. of Family Members	Non-Farm	Farm
1	2,395	2,035
2	2,999	2,546
3	3,565	3,015
4	4,542	3,872
5	5,364	4,560
6	6,034	5,144
7	7,455*	6,357**

(b) Students from families (as defined by the appropriate State Welfare Agency) receiving public assistance automatically qualify under the criteria described above.

2. (a) Discretion is granted to the project director to admit up to twenty percent (20%) of the students into the project whose Adjusted Gross Family Income meet the income criteria in the following table.

TABLE B

No. of Family Members	Non-Farm	Farm
1	3,000	2,500
2	3,700	3,200
3	4,500	3,800
4	5,700	4,800
5	6,700	5,700
6	7,500	6,400
7	8,300	7,900

*Add $800 for each additional member
**Add $700 for each additional member

Appendix F--Continued

2. (b) A participant is also considered eligible under this part if he or she is part of a family where there is serious mismanagement of income so that little, if any, of such income accrues to the benefit of the student. In such cases, the project director must obtain documented testimony from a reliable third party that serious mismanagement of a family's income exists and works a significant hardship on the prospective participant.

B. Cultural Need

"Cultural Need" means a void in the individual's experience, as opposed to a group's experience, which is characterized by persistent societal patterns which result in the individual: (1) having minimal personal aspirations and self-esteem; (2) lacking access to information and counseling to develop educational potentials for postsecondary careers and opportunities; (3) lacking advocacy for personal educational goals; or (4) being isolated, physically, or socially, from the mainstream of society.

II. NEED

The need criteria is discussed under the provisions of the individual Special Programs sections in the program manual and in the Legislation.

III. CITIZENSHIP STATUS

Citizenship is defined as an individual who is a national of the United States (a citizen or other person who owes permanent allegiance to the United States), an individual who is in the United States for other than a temporary purpose and intends to become a permanent resident thereof, or a permanent resident of the Trust Territories of the Pacific Islands.

IV. DEFINITIONS

A. For purposes of computing eligibility based on financial need, income is based on the following definitions:

1. "Gross Income" is defined in the Internal Revenue Code, Title 26, Section 61, as all income from whatever source derived.

2. "Adjusted Gross Income" is defined in the Internal Revenue Code, Title 26, Section 62, as gross income minus specified deductions, usually derived from deductions associated with business, sale of property, and long term capital gains. For Special Programs purposes,

Appendix F--Continued

"Adjusted Gross Income" means income entered on the line identified on Form 1040 of the Department of the Treasury, Internal Revenue Service, U.S. Individual Income Tax Return.

3. "Adjusted Gross Family Income" means the income of father and/or mother or legal guardian(s) of the participant.

4. "Independent student" means a student who:

(a) has not and will not be claimed as an exemption for Federal Income Tax purposes by any person except his or her spouse for the calendar year(s) in which the student is participating in any of the programs of the Division of Student Support and Special Programs and the calendar year prior to the academic year for which the student is requesting participation;

(b) has not received and will not receive financial assistance of more than $600 from his or her parent(s) for the calendar year(s) in which the student is participating in any of the programs of the Division of Student Support and Special Programs and the calendar year prior to the academic year for which the student is requesting participation; and

(c) has not lived and will not live for more than two (2) consecutive weeks in the home of his or her parent(s) during the calendar year(s) in which participating in any of the programs is sought and the calendar year prior to the academic year for which the student is requesting participation.

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